

Optimizing The Prototype Curriculum Based on Religious Values and Local Wisdom through The Principal's Role

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Abstract:

This article aims to analyze the role of the principal in optimizing a prototype curriculum based on religious values and local wisdom in one of the Aliyah Negeri Madrasahs in Jambi Province. This study seeks to reveal the phenomena and meanings in the field, so the researcher uses a qualitative phenomenological approach to answer this. Observation, interviews and documentation were carried out to collect data in the field. While the data analysis was carried out in stages, starting from data collection, reduction, data display, and conclusion. The results of the study show that the role of the madrasa head in optimizing the prototype curriculum based on religious values and local wisdom is shown through; the head of the madrasa as a pioneer of reform, analyzing the needs of curriculum prototypes, curriculum design based on religious values and local wisdom, skills improvement, continuous monitoring and evaluation. This research provides implications for the importance of innovation, renewal, sensitivity and leadership strategic steps in responding to societal demands and the challenges of the times.

Keywords: *Principal, Prototype Curriculum, Religious, Local Wisdom*

Abstrak:

Artikel ini bertujuan untuk menganalisis tentang peran kepala madrasah dalam mengoptimalkan kurikulum prototype berbasis nilai-nilai religious dan kearifan lokal di salah satu madrasah Aliyah Negeri di Propensi Jambi. Penelitian ini berusaha untuk mengungkap fenomena dan makna yang terjadi di lapangan, sehingga peneliti menggunakan pendekatan kualitatif jenis fenomenologi untuk menjawab hal tersebut. Obseevasi, interview dan dokumentasi dilakukan untuk mengumpulkan data di lapangan. Sedangkan analisis datanya dilakukan secara bertahap, yang dimulai dari data collection, data reduction, data display, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa peran kepala madrasah dalam mengoptimalkan kurikulum prototype berbasis nilai-nilai religious dan kearifan local ditunjukkan melalui; kepala madrasah sebagai pelopor reformasi, menganalisis kebutuhan prototipe kurikulum, desain kurikulum berbasis nilai-nilai agama dan kearifan lokal, peningkatan keterampilan, pemantauan dan evaluasi berkelanjutan. Penelitian ini memberikan implikasi tentang pentingnya inovasi, pembaharuan, kepekaan dan langkah strategis pimpinan dalam menjawab tuntutan masyarakat dan tantangan perkembangan zaman.

Kata Kunci: *Kepala Madrasah, Kurikulum Prototipe, Religius, Kearifan Lokal*

INTRODUCTION

Quality includes things that can be an indicator of victory in a competition; in this case, what is meant is competition between educational institutions. The quality of learning is one of the main things from several other dimensions that must be addressed to improve the quality of education (Murtafiah, 2022). In this case, the teacher becomes the focus point. Learning is an academic activity in communication interactions between educators and students; this process is a professional activity based on scientific principles (Hadi, 2022). Aside from being a professional teacher, when viewed from an Islamic perspective, the teaching profession is a very noble profession by Allah SWT (Rohaeni et al., 2022). The quality of learning is understood as the quality of an educational institution or school in the completeness of the educational process carried out by teachers, which is marked by quality graduates from these educational institutions (Mardhatillah et al., 2022). In addition, the quality of learning talks about the learning activities that occur and produces quality graduates in line with expectations.

Talking about the quality of learning is closely related to the curriculum. Curriculum as a system and a tool to achieve educational goals is urgent in an educational program. The curriculum is likened to the spirit or soul of an educational institution. Educational institutions that do not have a curriculum are the same as lifeless creatures (Worapun, 2021). The curriculum continues to experience development from time to time; until now, the latest curriculum that is called upon by the minister of education to be implemented is the prototype curriculum which was later called the independent learning curriculum. This curriculum is an alternative to a learning recovery curriculum after the Covid-19 pandemic hit (Yawisah et al., 2022). The prototype curriculum is used in emergencies where competency-based learning supports learning recovery (Toker, 2022). The prototype curriculum is an optional curriculum (option) that can be applied to academic units starting in the 2022/2023 academic year. The prototype curriculum continues the direction of the previous curriculum development (Das et al., 2021). Suppose you look at the stakeholders' policies before the national curriculum is evaluated in 2024 (Laila et al., 2022).

The Prototype curriculum implemented by the Ministry of Education and Research and Technology in the 2022/2023 academic year has a worthy goal: wanting more active and adaptive learning by providing flexibility for educators to carry out learning processes oriented to learning projects. To achieve this, various parties need support and hard work to realize a better and more advanced Indonesian education. The prototype curriculum encourages learning according to student's abilities and provides a broader space for character development and essential competencies (Solehudin et al., 2022). The prototype curriculum has several key characteristics that support learning recovery. The prototype curriculum has several characteristics, namely developing soft skills and character, essential material, and teaching flexibility (Andika et al., 2022).

Madrasah Aliyah Negeri (MAN) 2 Tanjung Jabung Barat is a madrasa that is one of the driving schools, meaning that it is an institution that has implemented a prototype curriculum. To get good quality learning, the implementation of this curriculum must be carried out optimally. In order to optimize the implementation of the prototype curriculum at MAN 2 Tanjung Jabung Barat, cooperation from various parties is needed, mainly the role of the head of the madrasah himself as the leader. One of the factors causing quality or non-quality education is determined by the competence and leadership of leaders in managing education (Chancey & Butts, 2020; Cruz-Gonzalez, 2021). If a leader cannot manage, influence, or invite his members to achieve educational goals, is unable to take advantage of existing opportunities, and tends to apply a leadership style that merely carries out routine tasks, then it is not expected that the quality of education will increase (Hayes et al., 2021; Hoque et al., 2023).

The leadership of the head of the MAN 2 Tanjung Jabung Barat in implementing this prototype curriculum is included in the transformative leadership category. This can be seen from the several attitudes and steps taken towards their subordinates, namely the teachers and staff, starting from being an excellent listener to the complaints conveyed by the teacher when experiencing difficulties when implementing the prototype curriculum, then always providing direction and motivation to his subordinates to always try to learn and provide the best learning for their students to become an example for their subordinates.

This is in line with the characteristics of transformational leadership. According to Bass, there are four components: charisma or idealizing influence (nature or behaviour), the motivation that brings inspiration, intellectual stimulation, and considering individuals (Bruce et al., 2019). Transformational leadership is a series of processes in which a leader stimulates and continuously motivates all members to achieve predetermined goals (Mach et al., 2022; Greimel et al., 2023).

Research with the same theme was conducted by Adhiim & Mahmudah (2021), who said that in order to be able to improve the quality of education during, before and after Covid-19, school principals had manner, was able to develop teachers and education staff with human resource development, and was able to become managers. Good at managing the school. Sari et al. (2021) said that in order to improve the quality of learning, the principal as a leader must provide a sense of comfort to all school members, be able to foster a school culture and discipline, become a work partner, create cooperation between all school members to form an environmental atmosphere. Friendly and purposeful school.

The research by Ningsih et al. (2021) and Karacabey et al. (2022) explains that the leadership of school principals and the quality of education have a significant relationship. Barlian et al. (2022) added that the independent learning curriculum could improve the quality of learning. In addition, it was also stated that the prototype/free learning curriculum could improve the quality of learning because the learning process is project-oriented. The learning process can take place more flexibly, actively and adaptively. Educators are free to apply learning methods deemed appropriate for students so that the implementation

of teaching and learning activities can run in a fun, more profound and independent way (Priantini et al., 2022).

From some of these studies, researchers are trying to fill in the blanks by prioritizing aspects of leadership in this prototype curriculum management system, bearing in mind that leaders are the spearhead of whether an educational institution is advanced or not, especially in curriculum development innovations that are oriented towards developing soft skills and hard skills in entering the era of the industrial revolution 4.0 which is developing today. In this case, the researcher focused his study on the role of the madrasa head in optimizing a prototype curriculum based on religious values and local wisdom at MAN 2 Tanjung Jabung Barat.

RESEARCH METHODS

This study uses a qualitative research method of phenomenology type. This research focuses on efforts to uncover the meaning of the role of the madrasa head in optimizing a prototype curriculum based on religious values and local wisdom at MAN 2 Tanjung Jabung Barat, Jambi Province. Data were obtained through observation, interviews and documentation, which were carried out in a structured and unstructured manner.

To obtain complete, accurate and accountable information, the researcher uses a purposive sampling technique to determine the informants based on their in-depth knowledge and understanding of the theme being studied. In this case, the informants consisted of the Head of the Madrasah, the Deputy Head of the Madrasah and Teachers, with nine informants.

The data analysis technique refers to the concept presented by Milles & Huberman (2014), where the researcher first collects data obtained from observation, interviews and documentation by providing coding according to the research theme. Furthermore, from this large amount of data, the researcher then reduces the data according to the research focus by sorting and selecting data so that the existing data leads to the specifications of the research findings. Some of these findings are continued by presenting data that has been arranged sequentially and systematically, then concluding the research. This section provides practical and theoretical contributions to the research being carried out.

RESULTS AND DISCUSSION

The prototype curriculum implemented and developed by MAN 2 Tanjung Jabung Barat is the curriculum of choice implemented to reinforce the 2013 curriculum. The independent learning policy aims to improve graduate competence, both soft skills and hard skills, so that they are more prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personalities. This prototype curriculum is offered only as an alternative for education units ready to implement it (Solehudin et al., 2022; Laila et al., 2022).

The role of the head at MAN 2 Tanjung Jabung Barat is reflected in several actions; namely, the head of the madrasa becomes the coordinator whose job is to manage and design teachers at MAN 2 Tanjung Jabung Barat, then analyze the

needs in implementing the prototype curriculum both externally and internally, then collaborating on the prototype curriculum with local wisdom, then upgrading the skills of all teachers at the madrasah, and conducting monitoring and evaluation.

The School Principal as A Pioneer of Reform

The head of the madrasa at MAN 2 Tanjung Jabung Barat, in optimizing the implementation of the prototype curriculum is the first time managing his subordinates, meaning that the head of the madrasa as a leader is obliged to delegate tasks to his subordinates. With instructions from the leader, a subordinate will move by himself. This was conveyed by the deputy head of the madrasa, who said, "The head of the madrasa here is a person who has a firm and nimble personality. He is always updated on government policies. This time he took part in making this madrasa a driving madrasa, which means the school selected to implement the prototype/independent learning curriculum. He firmly appealed to all teachers to synergize, work together to learn, and then implement this new curriculum at this madrasa" (Mmn_ interview.2).

From this explanation, it can be understood that the head of MAN 2 Tanjung Jabung Barat, in optimizing the implementation of the prototype curriculum, acts as a leader who manages his subordinates, not just giving instructions but helping them, namely teachers, in implementing the curriculum. The principal, as a leader, must be able to provide guidance and supervision, improve the ability of teaching and educational staff, open two-way communication and delegate tasks.

Megayanti & Asri (2022) argue that the principal as a leader must have a unique character that includes personality and administrative and supervisory knowledge. The abilities that the principal must realize as a leader can be analyzed from personality, knowledge of educational staff, vision and mission of the school, decision-making ability and communication skills. Stoner in (Ramadina, 2021) argues and states that the principal, apart from being a leader, is also a manager; there are eight kinds of functions of the principal manager, namely working with and through other people, being responsible and accountable, being able to deal with various limited conditions, thinking analytical and conceptual, as intermediaries, as politicians, as diplomats, and function as decision makers (Tanjung et al., 2021).

The school principal's ability as a managerial person who manages the school as an educational organization plays a role in making plans for a school goal as an organization that aims to achieve the goals set by all school members (Yumnah et al., 2023). In terms of organizational development and school principals mastering theory and all national education policies in developing school organizations, the principles of efficiency and effectiveness of development must be prioritized.

Apart from being a leader, the head of MAN 2 Tanjung Jabung Barat is also a pioneer of renewal; this is as stated by one of the teachers at the madrasa who said that "The head of the madrasa here is a pioneer of renewal, this is because he is always updated in following the innovations that are encouraged

by the government. This is also because he has qualified knowledge, so he is more agile in dealing with various changes in the world of education. This makes us teachers automatically have the same tendency: to be sensitive to change" (Mth_interview.6).

From this explanation, it can be understood that the head of MAN 2 Tanjung Jabung Barat is a pioneer of renewal, especially regarding various changes in the world of education. This reflects that madrasah/school principals must be innovative, not satisfied with the methods and results achieved but must have the initiative to make improvements so that teachers do the same. The school principal, as an innovator, will be reflected in ways of doing his work constructively, creatively, negatively, integratively, rationally, pragmatically, exemplary, disciplined, as well as adaptable and flexible.

From an Islamic perspective, the principal, as a leader, must always support every madrasah member in making the best changes, as Allah says in QS. al- Baqarah/2: 148:

وَلِكُلِّ وِجْهَةٌ هُوَ مُوَلِّيٰهَا فَاسْتَبِقُوا الْحَيْرَاتِ اَئِنَّمَا تَكُونُوا يَاتِ بِكُمْ اللّٰهُ جَمِيعًا اِنَّ اللّٰهَ عَلٰى كُلِّ شَيْءٍ قَدِيْرٌ

Meaning: And every ummah has a qibla that faces it. To compete in goodness. Wherever you are, surely Allah will gather you all. Indeed, Allah is Almighty over all things.

From these words, we all know that every human being must compete (in this case, increasing competence) to achieve an institution's vision and mission. Good education is something other than education that is carried out uniformly. Education must accommodate the personalization of student learning (Arzfi et al., 2022). The independent learning policy is the basis for educational institutions to initiate educational changes oriented towards students' needs. The world is changing all the time, and students will be faced with that change every day. Therefore, the role of the school principal is to drive the implementation of an adaptive curriculum in his education unit by optimizing the independent learning curriculum policy.

Analyzing the Prototype Curriculum Needs

The Head of MAN 2 Tanjung Jabung Barat, also analyzed the needs in implementing the prototype curriculum, both internal needs, namely teacher needs and student needs in the form of adequate madrasah facilities and external needs, namely in the form of community expectations and government policies. This was stated by the head of the madrasa "Before implementing this curriculum, I first analyzed it from two factors, namely internal factors and external factors. For internal factors, it means what the need for teachers and students of MAN 2 Tanjung Jabung Barat is. Then, external factors are the elaboration of society's demands and the government's expectations. The needs analysis I got for teacher needs was about knowledge, skills in innovation and motivation" (Rstd_interview.1).

From this explanation, it can be understood that the needs analysis by the head of MAN 2 Tanjung Jabung Barat is categorized as an essential thing to do, especially in the implementation of this prototype curriculum. There are two factors analyzed, namely internal and external. In the internal domain, it describes the teacher's needs, namely knowledge, innovation competence and motivation, then what are the needs of students; in this case, students need the readiness to carry out the prototype curriculum. In the external domain, it contains the community's demands and the government's expectations. The demands of the community and the expectations of the government are similar. Namely, they both want a learning process to recover after post-pandemic learning loss. Needs analysis is a procedure used to collect information about the needed things. This is intended so that the implemented curriculum can run optimally and an evaluation can be carried out and provides an accurate picture of the desired conditions (Sari & Suryelita, 2023).

The most significant needs analysis is about teacher needs because, in the prototype curriculum, the teacher is the driving force (Suryadien et al., 2022). Success in improving the quality of education depends on the quality of educators. Hence, any curriculum policy that will be used certainly needs to collaborate with the competence of quality teachers (Nursyahid & Amilatusholiha, 2022). To become a quality teachers, especially those who can accept changes to the new curriculum policy, are teachers with mastery of knowledge, abilities, skills and beliefs (Suhandi & Robi'ah, 2022). Furthermore, mastery of skills in implementing this new curriculum policy requires skills to innovate in creating effective and meaningful learning (Zahara & Nurfalah, 2022). In addition, mastery of trust is no less important because the trust placed in a teacher is the primary key to building quality talent and instilling ethics and moral values to support student development in the learning process (Trinaldi et al., 2022).

One of the roles of the school principal in realizing this is to provide motivation. As a motivator, the principal has the right strategy to motivate education staff to carry out their various tasks and functions. This motivation can be grown through the regulation of the physical environment, work atmosphere, discipline, encouragement, rewards effectively and the provision of various learning resources through the development of Learning Resource Centers. Encouragement and appreciation are two sources of motivation that are effectively applied by school principals (Printy et al., 2021; Bektaş et al., 2022). The success of an organization is influenced by various factors, both factors that come from within and come from the environment. Of these various factors, motivation is a factor that is quite dominant and can drive other factors towards work effectiveness; even motivation is often equated with the engine and steering wheel of a car, which functions as a driver and director.

Curriculum Design Based on Religious Values and Local Wisdom

In its application at MAN 2 Tanjung Jabung Barat, this prototype curriculum requires schools to prepare thoroughly. Not all academic units implement this curriculum; only a small number of them implement it because

this is optional. Education units must compile curriculum documents containing eight national standards, Pancasila student profiles and project-oriented learning. In addition, the focus of the Pancasila Student profile is on students with at least six main characteristics, namely faith and piety to God Almighty, global diversity, independence, cooperation, critical thinking and creativity (Zein & Mulyaningsih, 2022).

The Head of MAN 2 Tanjung Jabung Barat, also designs the prototype curriculum concept that is applied to his students. The curriculum design carried out by the head of the madrasa is to incorporate religious values and local wisdom into the prototype curriculum concept. Religious values are carried out through habituation and acculturation in madrasah. The local wisdom chosen is in the form of applying local or local cultural values in every lesson, directly or indirectly. The teacher of MAN 2 Tanjung Jabung Barat, "The head of the madrasah, invited us to collaborate on this new curriculum or prototype curriculum with Jambi local wisdom, namely Jambi traditional *Seloko*, which is an expression that comes from tradition, law and norms. This traditional shloka is very relevant when juxtaposed with learning history. One example of this traditional Jambi *Seloko* expression is *nan kecil idak kami sebut namo, nan gedang idak kami imbau gelarnya*, meaning that there are no differences and all must respect each other" (Rhd_intervie.5).

From this explanation, it can be understood that the curriculum design carried out by the head of the madrasa, together with the teachers at MAN 2 Tanjung Jabung Barat collaborated on religious values and local wisdom in the prototype curriculum concept. One selected form of local wisdom is "Seloko adat Jambi". "Seloko adat jambi" is an expression that contains a message, advice or advice that has ethical and moral values, as well as a coercive tool and supervisor of societal norms so that they are always obeyed. Local wisdom is the attitude, view, and ability of a community in its spiritual and physical environment, which provides resilience and power for the community to grow in the area where the community is located. In other words, local wisdom creatively answers local geographical, historical and situational situations (Ramadani et al., 2023).

Applying Jambi local wisdom aims to make students able to get to know the culture in Jambi Province and not be affected by deviant technological developments that can impact the poor character of students. To solve this problem, the right solution is for the teacher to improve the students' character by implementing local wisdom-based character education in all learning materials so that students can improve their character according to the local wisdom around them. This aligns with the prototype curriculum's vision, which requires a focus on improving student character and is project-based (Sriyati et al., 2022).

Upgrading the Skills

The next thing that the head of MAN 2 Tanjung Jabung Barat did in optimizing the implementation of the prototype curriculum was to upgrade the skills of all madrasa residents, both educators and education staff. In addition to the facilities provided by the government in the form of the Merdeka Teaching

Platform, the head of the madrasa also provides opportunities for all teachers to upgrade their skills through various online and offline training by facilitating all their needs. This was conveyed by the deputy head of the madrasa "The head of the madrasa provides an opportunity for anyone who wants to learn and hone their competencies to be better so that they can adapt to the dynamics of swift change and the times" (Jml_interview.3).

From this explanation, it can be understood that the skill upgrade carried out by all madrasa residents on the recommendation of the madrasa head is by participating in various pieces of training, which, if paid, will be fully funded by the madrasa. Even though there are facilities where teachers learn this prototype curriculum, namely the independent teaching platform, the training is an effort made by the head of the madrasa as a form of support for teachers at MAN 2 Tanjung Jabung Barat. This was stated by the deputy head of the madrasa "Actually, there have been many facilities provided by the government, both in the form of materials and platforms for learning for teachers. However, we still give freedom to teachers at MAN 2 Tanjung Jabung Barat to take part in various training, both online and offline and whether paid or not. We aim this as a form of motivation for teachers to remain enthusiastic in learning and implementing this new curriculum" (Mmn_interview.2).

From this explanation, it can be understood that the aim of the head of MAN 2 Tanjung Jabung Barat is to allow his teachers to take part in various kinds of training related to the prototype curriculum as a form of support for the implementation of the prototype curriculum by teachers at the madrasah. The success of curriculum implementation depends on the role of the principal, especially the teacher (Puspita et al., 2022; Mantra et al., 2022).

The independent curriculum provides full opportunities for teachers to explore their creative ideas in teaching, and students have full opportunities to develop. Teachers can devote all their energy to educating students because they are no longer burdened with complicated administrative matters (Syapudin et al., 2023). Teachers with creative ideas in teaching will make students happy because learning is not confined to class. Teachers can learn outside the classroom to optimize students' abilities through nature and the surrounding community through direct learning experiences using various strategies (Muliardi, 2023). Teachers must be equipped with the proper knowledge and skills that help them to contribute effectively to curriculum development and implementation. Consequently, teachers need training and workshops which are geared towards professional development in order to be able to contribute to curriculum development (Aryzona et al., 2023; Marisana et al., 2023)).

Continuous Monitoring and Evaluation

Monitoring and evaluation is the last step attempted by the head of MAN 2 Tanjung Jabung Barat in optimizing the implementation of the prototype curriculum. Monitoring is carried out by holding meetings between teachers accompanied by the head of the madrasa, which is carried out once a month, and direct supervision, such as supervision when learning takes place in class. This aims to determine the extent of the teacher's knowledge and understanding of

the prototype curriculum; this is also stated by one of the teachers at MAN 2 Tanjung Jabung Barat "The madrasa head often monitors and supervises the teachers here, either directly or indirectly. Then, the evaluation is usually done every month. This activity is usually known as a sharing session, where he asks for opinions from madrasa residents regarding the constraints and direction of madrasa development" (Hsni_interview.8).

From this explanation, it can be understood that monitoring and evaluation at MAN 2 Tanjung Jabung Barat are carried out under direct supervision by the head of the madrasa when learning takes place and joint discussions with all teachers accompanied by the head every month discuss implementation as well as the obstacles experienced by the teacher during carry out learning with a prototype curriculum. Monitoring activities or monitoring and supervision (assessment) of education are activities to collect data about the implementation of a collaboration (Tanjung et al., 2021).

HR assessment is an attempt to determine how good the performance and potential HR possesses are to be developed. Assessment systematically evaluates an employee's achievements, contributions, potential, and value as a basis for development and so on (Çoban et al., 2023). The process of educational cooperation must be assessed to see whether the goals that have been set can be achieved; if they are not realized, then there is a need to identify the obstacles (Habibi, 2022).

CONCLUSION

From the explanation of the data and explanations, it can be concluded that the role of the madrasa head in optimizing the prototype curriculum based on religious values and local wisdom at MAN 2 Tanjung Jabung Barat is divided into several roles, namely, the school principal as a pioneer of reform, analyzing the prototype curriculum needs, curriculum design based on religious values and local wisdom, upgrading skills, continuous monitoring and evaluation. The role of the transformative madrasa head can adapt to the dynamics of change very quickly, answer the complexities of demands and expectations of the community and provide madrasa changes in a better and more competitive direction. This research is limited to the role of the madrasa head in optimizing a prototype curriculum based on religious values and local wisdom. This research's limitations provide opportunities for future researchers to further develop their research into different scopes and perspectives to give birth to new scientific dynamics about an ideal leadership system as a conceptual offer in advancing Islamic educational institutions.

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